

# MUSIC TARGETS

**for Fifth Graders** (MU 1550)



**Practice Develops Confidence**

This space is for the student's imagination



Student \_\_\_\_\_ Teacher \_\_\_\_\_

## Fifth Grade Music Targets



= Work in Progress



= Competency Achieved

<b>SINGING and PLAYING</b> <b>Students will use the body, voice, and instruments as means of musical expression.</b>	<b>LISTENING</b> <b>Students will analyze, and describe music elements and personal music skills and enjoyment.</b>
<div data-bbox="175 604 256 680"><input type="checkbox"/></div> Sing confidently in a broad vocal range differentiating between chest voice and head voice. <div data-bbox="175 739 256 814"><input type="checkbox"/></div> Sing using appropriate phrasing and articulation of vowels, consonants, and diphthongs. <div data-bbox="175 890 256 966"><input type="checkbox"/></div> Play simple accompaniments on autoharp or similar harmonic instrument. <div data-bbox="175 999 256 1075"><input type="checkbox"/></div> Demonstrate the ability to accompany the singing of others whether in a group or as a solo.	<div data-bbox="863 613 945 688"><input type="checkbox"/></div> Identify the elements within various musical selections that create variety in texture and harmony. <div data-bbox="863 739 945 814"><input type="checkbox"/></div> Identify the compositional elements of theme and variation within a variety of musical selections. <div data-bbox="863 882 945 957"><input type="checkbox"/></div> Identify and respond to the element of contrasting and repeating musical phrases. <div data-bbox="863 982 945 1058"><input type="checkbox"/></div> Identify the respond (singing or playing) to common metric patterns (time signatures) of 2/4, 4/4, 3/4, and 6/8.
<b>EXPLORING and CREATING</b> <b>Students will explore sounds and create musical expressions.</b>	<b>CONNECTING</b> <b>Students will connect music to personal growth, joy of living, traditions, culture and history.</b>
<div data-bbox="175 1297 256 1373"><input type="checkbox"/></div> Explore the singing of familiar songs with altered meter and/or rhythmic phrasing. <div data-bbox="175 1407 256 1482"><input type="checkbox"/></div> Create a simple melody to accompany a familiar poem, chant, or jump rope rhyme. <div data-bbox="175 1558 256 1633"><input type="checkbox"/></div> Explore variations of “rhythmic strumming” on harmonic instruments in a variety of meters. <div data-bbox="175 1696 256 1772"><input type="checkbox"/></div> Create a simple chord diagram to accompany a familiar or composed song.	<div data-bbox="863 1306 945 1381"><input type="checkbox"/></div> Select a favorite American patriotic song to teach or share with your class. <div data-bbox="863 1407 945 1482"><input type="checkbox"/></div> Visit the library to find a song from the Revolutionary War era or the Civil War era that might still be sung and enjoyed today. <div data-bbox="863 1558 945 1633"><input type="checkbox"/></div> Describe how music might have been performed by your ancestors as they came across the ocean on ships (Pilgrim ships or maybe slave ships). <div data-bbox="863 1709 945 1785"><input type="checkbox"/></div> Plan a musical celebration of songs and dances that would be appropriate for a patriotic celebration in your school.

## Student, Parent, and Teacher Resources for Fifth Grade Music



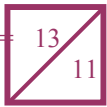


*Music is the natural extension of the human heartbeat. Emotions are brought to the surface and melted together with thought by its imaginative rhythms and patterns of sound. It makes work and play more enjoyable and provides a way for children to relate to and express their feelings about the events of the day, their friends and family, differences in people, and the mechanical and natural wonders of the world about them. Singing, playing, exploring, creating, and listening to music will help them to recognize and describe its elements, discover its messages, increase their perception of sound, and invent their own musical expressions. They will also gain skills in working together, solving problems, thinking analytically, and connecting with other subjects they are learning.*

















<b>Suggestions for Singing and Playing</b> Please consider additional music that has relevance to your particular students' interests and learning.		
All the Pretty Little Horses Amazing Grace America America, the Beautiful Angels We Have Heard on High Battle Cry of Freedom Battle Hymn of the Republic Camptown Races Casey Jones Deck the Halls De Colores Dixie Doktor Eisenbart Down By the Riverside Erie Canal Fifty Nifty United States	For the Beauty of the Earth Freedom Get on Board God Bless America God Bless the USA Harmony Home on the Range Hoosen Johnny I Love the Mountains Keep in the Middle of the Road Kum Ba Yah Lift Every Voice and Sing My Home's in Montana Oh Susanna Old Abram Brown	Shenandoah Shoo Fly Shortnin' Bread Simple Gifts Soldier, Soldier Streets of Laredo Star Spangled Banner Swing Low, Sweet Chariot The Derby Ram The "John B" Sails This Land is Your Land Tzena, Tzena Wabash Cannonball Waltzing Matilda When Johnny Comes Marching Home

<b>Suggestions for Listening and Connecting</b> Please consider additional music for everyday activities; e.g. lullabies, music that tells stories, marches, and dances.		
<u>Songs</u> Ye Jaliya Da El condor pasa Regupati Ragava Raja Ram Everybody Loves Saturday Night Zuni Sunrise Call Garden of the Earth Tumba Laredo Banuwa Crescent Moon Suliram Arirang	<u>Culture</u> West Africa Andean Hindu Ghana Zuni Russia Palestine Mexico Liberia China Indonesia Korea	Copland: Appalachian Spring and Fanfare for the Common Man Britten: Young Person's Guide to the Orchestra and Ceremony of Carols, "Balulalow" Foster: Selected Songs – "Beautiful Dreamer", "Nelly Bly", "Some Folks Do", "Camptown Races" (Robert Shaw has a wonderful recording of these that demonstrates SATB voices) Prokofiev: Classical Symphony, "Gavotte" Desmond: Take Five (Brubeck Quartet) Bach: Minuet in G (Anna Maggdalena) Sousa: Stars and Stripes Forever Gershwin: Rhapsody in Blue Gould: American Salute Joplin: Maple Leaf Rag

For resources visit the Utah State Office of Education Fine Arts Web Page  
<http://www.usoe.k12.ut.us/curr/fineart>



<b>Key: Students</b>  Work in Progress  Competency Achieved	<b>Teachers</b> Mtns =  13 11 = Stars	<b>Students' Final Results</b>  Mountains  Stars
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<div> Sing confidently in a broad vocal range differentiating between chest voice and head voice.</div> <div> Sing using appropriate phrasing and articulation of vowels, consonants, and diphthongs.</div> <div> Play simple accompaniments on autoharp or similar harmonic instrument.</div> <div> Demonstrate the ability to accompany the singing of others whether in a group or as a solo.</div>	<div> Identify the elements within various musical selections that create variety in texture and harmony.</div> <div> Identify the compositional elements of theme and variation within a variety of musical selections.</div> <div> Identify and respond to the element of contrasting and repeating musical phrases.</div> <div> Identify the respond (singing or playing) to common metric patterns (time signatures) of 2/4, 4/4, 3/4, and 6/8.</div>
<h2 style="text-align: center;">EXPLORING and CREATING</h2> <p style="text-align: center;"><b>Students will explore sounds and create musical expressions.</b></p>	<h2 style="text-align: center;">CONNECTING</h2> <p style="text-align: center;"><b>Students will connect music to personal growth, joy of living, traditions, culture and history.</b></p>
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## K-6 Music Scope and Sequence Chart

Understanding and Skill development is seldom on grade level for a class or for individuals within a class. Below are the suggested target understandings and skills for each grade level. Connecting is not charted developmentally and Singing and Playing have been given separate columns. If you find that your students are not performing at the indicated level, then review as many of the skills and related understandings contained in the levels above as necessary to bring them to grade level ability.

	SINGING	PLAYING	CREATING	LISTENING
<b>K</b>	Simple songs and singing games  Natural voice with clear diction	Basic beat w/body percussion  Basic beat w/ unpitched percussion	Create patterns for patting basic beat; e.g., sequence 4 body parts of children's choice and change every 8 beats; try changing every 4 beats; change body parts.  Sing two-note responses (so, mi) matching pitch & interval; e.g., teacher sings a question and the student response by improvising a so/mi answer to the question.	Respond to beat and rhythm. Respond to expressive qualities (loud/soft, fast/slow). Develop "inner hearing" (feeling) for beat. Respond to simple textural differences (many/few).
<b>1</b>	Folk and traditional songs  Pitch and interval skills	Strong and weak beats  Simple metric patterns	Create strong-beat/weak-beat percussion patterns; e.g., create a sequence of four phrases where the students clap on beat 1 and pat a body part on beats 2, 3 & 4; repeat the sequence; change the sequence.  Sing three-note response (so, mi, la) to match pitch & interval; e.g., teacher sings a question and the student response by improvising a so, mi, la answer to the question.	Recognize vocal timbres (familiar people). Respond to thematic or story music. Develop "inner hearing" (feeling) for beat. Identify sound sources (environment)
<b>2</b>	Echo or call and response songs  Supported sound alone or w/a group	Simple rhythmic ostinatos  Phrase length patterns	Introduce divided beat into a basic beat sequence; e.g., have children create a hand jive to a known song where the actions require a divided beat on count three:     □   pat, clap, pat-pat, clap.  Create call and response phrases matching pitch, interval and rhythm; e.g. have children create a standard call on a school theme: □ □     "What's your fav-rite sub-ject?"- have students improvise their answers in turn.	Respond to metric beat groupings. Echo/call and response patterns (rhythm and melody). Develop sensitivity in group performance. Identify instrumental tone color in family groups.
<b>3</b>	Variety of songs including multicultural  Melodic ostinatos, partner songs, rounds	Patterns in ensemble playing (linear)  Layered rhythmic patterns (vertical)	Play rhythm patterns of the students' creation; e.g., working with 4-beat patterns have each student create their own rhythm pattern; group four different patterns into a sequence; play the sequence using body percussion or unpitched percussion instruments; repeat the sequence; change the sequence.  Sing simple vocal ostinati to harmonically accompany a folk or traditional song; e.g., have students select a simple familiar song and create their own ostinato (guided creations, melody & lyrics) to harmonically accompany the song.	Respond to simple compositional forms (AB, ABA, ABACADA). Respond to the occurrence of chord changes. Identify specific instrumental tone colors. Expression of music mood changes.
<b>4</b>	Extended repertoire of styles and cultures  Counter melodies and descants	Melodic instruments introductions  Echo/call & response melodic phrases	Introduce the concept of rhythmic texture in body percussion or instrumental playing; e.g., have students create two separate 4-bar rhythm sequences in the same meter and play them together.  Introduce the concept of tonal center in vocal or instrumental melodies; e.g., have the students create a simple 8-bar melody (guided creation) that begins and ends on "do".	Recognize and respond to tonal center. Differentiate characteristics of band and orchestra instrumental sound. Identify contrasting and repeating musical phrases. Compare musical elements and tone colors from diverse cultures.
<b>5</b>	Differentiate chest and head voice  Control phrasing and articulation	Simple harmonic instruments (autoharp)  Accompaniment of solo or group singing	Introduce theme and variation in vocal or instrumental music; e.g., have students begin with a familiar song in which they select a phrase or cadence from which they will create a variation of the melody, rhythm, meter, or lyrics.  Create simple accompaniment for a familiar folk or traditional song; e.g., select a familiar 2-chord song and create accompaniment rhythm patterns on any harmonic/melodic instruments the students have been working with in class; try playing 2 different instruments together such as recorder & auto harp; try adding one or a few unpitched percussion instruments for texture.	Identify the elements that create texture/harmony. Identify theme and variation. Identify specific metric patterns (time signatures). Identify different vocal timbres/range.
<b>6</b>	Qualities of major and minor modes  Parallel harmony in 2 or 3 part songs	Playing of 3 or more chord accompaniments  Singing and playing at the same time	Introduce the musical concept of style and the elements that generate stylistic differences; e.g., take a known song and make a new arrangement of the song (folk to rock), changing the beat, accents, tempo, and other expressive qualities of the music.  Create a simple accompaniment for a familiar three-chord folk song; e.g., create rhythm/strum patterns, riffs, interludes or improvisations to create interest and musical individuality.	Identify chordal/textural harmonies (monophonic, homophonic, polyphonic). Identify the elements of style. Identify major and minor tonalities. Identify the elements of compositional genre (opera, symphony, musical theatre, etc.).

## Elementary (K-6) Music Core Curriculum Overview

The Utah State Music Core divides the goals of music education into four elementary music standards: singing, playing, creating, and listening. The standards organize the curriculum into manageable units and guide the student through rich experiences in making and appreciating music. Each standard is divided into objectives, with appropriate indicators within each objective. The elementary music core also includes portfolio documents formatted into learning targets under each standard to facilitate student progress and encourage parental, teacher, and peer support.

### Elementary Music Standards

#### Standard One: Singing

The student will develop the voice and body as instruments of musical expression.

This standard provides students with ability to recognize and take satisfaction in good singing. Activities include exploring the potential of the human voice to make sounds, using body movement to internalize sounds, and discovering how songs and singing games reveal history and ways of thinking. Developing an understanding of the historical and cultural context of the music being studied fosters unity with, and understanding of, one's family, classmates, school, community, and various cultural traditions.

#### Standard Two: Playing

The student will play instruments as a means of musical expression. Learning how to read music notation and evaluate the development of one's own playing skills accompanies this study. As is the case with singing, successfully playing a musical instrument nurtures self-discipline, cooperating, sensitivity, attentiveness, responsibility, and the joy of self-expression.

#### Standard Three: Creating

The student will create music through improvising, arranging, and composing. Involvement in the creative process is collaborative. The making of something new enables students to absorb the enthusiasm and joy of imagining, improvising, problem solving, synthesizing, decision-making, evaluating, and refining. Activities include experimentation with timbres, dynamics, temp, melodic and rhythmic patterns, textures, forms, and styles. Explorations include communicating aesthetically, relating the creative/experimental process in music to other fields, and representing musical sounds through notation.

#### Standard Four: Listening

The student will listen to, analyze, and describe music. Activities include learning how to evaluate quality while creating and performing music, finding personal meaning/purpose in various music selections, and the opportunity to become intimately acquainted with the nature and use of the music elements. Familiarity and understanding of these elements enables students to recognize how they are used in music to create meaning and communicate ideas and feelings about life. Students will gain familiarity with the musical works of many great composers and folk musicians. Students will gain understanding of how music affects an environment; how it relates to science, art, theatre, dance, mathematics, health, humanities, and the media; and how it provides a means for enriching and responding to life.

**CORE CURRICULUM**

**Learning Goals in the Fine Arts**

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To: Parents and Teachers

Study in the arts is an essential means---not an end---to acquiring thinking skills, creativity, the ability to change, and the facility to teach oneself. In a safe, nurturing environment, the arts enable students to express their feelings, communicate thoughts, explore their creativity, solve problems, communicate ideas, develop a sense of community, and appreciate themselves as participants in history, tradition, and culture. Learning in art, dance, drama, film, and music advances and strengthens motor skills, promotes considerate behavior, ability to work well with others, self-discipline, perception, and sensitivity. Fine Arts experiences contribute to the developmental process of understanding one another and naturally motivate students in all their learning.

Goals have been developed to guide learning and instruction in each of the Fine Arts areas of study. Parents are provided with copies of these goals to familiarize themselves with their child's learning and progress. Students are encouraged to use them to evaluate their own advancement. Teachers use them as tools to lead, monitor, and document development in the artform.

The Elementary Fine Arts Core packet for each artform and grade level includes the cover, learning targets, instructional resources, scope and sequence chart, teacher overview, and a teacher edition of the targets page. The Secondary Fine Arts Curriculum for each Core course includes an overview cover, learning objectives, and a parent/student/teacher communication page.

Please visit <http://www.usoe.k12.ut.us/curr/FineArt/> for further information.